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ABSTRACT

A model for developing a training partnership across a three-step or three-phase sequence is outlined. The goal is to improve vocational school preparation of students and the job site training of new employees. In the first phase, the use of videotapes as a training medium is explored. A teacher and an employer analyze typical training problems that might be solved by the creation of a training videotape and written support materials. These materials are designed for specific job sites (hence the name "Job Site-Specific Training Tapes"). In the second phase, the teacher begins a second type of collaboration devoted to training experienced employees in the art of teaching newer employees. This phase involves conducting "train-the-trainers" seminars in which experienced workers learn how to become peer teachers on the job site. The teacher's role is to demonstrate effective teaching techniques and help employees develop training lesson-plans. In the third phase, a program for mentoring new employees completes the cycle of the program. New employees would participate in a planned mentoring program. Mentors would be chosen from those employees demonstrating talents as peer teachers. The teacher could also refer students for training. The benefits of this approach include reduced training time for employees; improved productivity; enriching existing employee incentives; making learning more engaging for special needs students; and exposure to new equipment and speaker services. (NLL)

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Educated Work Force

A concept paper by Martin Kimeldorf

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As we investigate ways to blend the talents of educators and employers, the reality of an *Educated Work Force* comes more clearly into view. In this concept paper I will explore a new approach for developing a practical, collaborative training model which fulfills the needs of both employers and educators. This collaboration will result in improvements for the vocational school preparation of students and the job site training of new employees.

This paper outlines a model for developing a training partnership across a three step or three phase sequence. In the first phase an established—but constantly changing—training medium is re-explored: video training tapes. The new approach will develop a method for producing "home-made" video training tapes and written support materials. These materials would be designed by employers and teachers for specific job sites (hence the name "Job Site-Specific Training Tapes"). The remaining two phases of the partnership adapt educational strategies (eg., cooperative learning, peer-training, mentor programs) for use on the job sites. The resulting products and social networks open up new possibilities for training students with job site-specific materials and methods. Likewise, employee training will become more consistent, easier to deliver or access, and easier to update.

Job Site-Specific Training Tapes

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Peer Training Programs

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Mentoring Program

The *Educated Work Force* describes a creative and mutually rewarding training partnership between schools (or training agencies) and employers. It tries to address the common concern of preparing new employees for their jobs. The *Educated Work Force* provides a solution for both the employer battling constant turnover and the teacher (or counselor) looking for a realistic involvement with the world of work.

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One major goal is to tap the enthusiasm associated with homemade video recordings; and then to apply this technology and interest to the creation of job site-specific training tapes. The products of this job site training partnership are then re-useable in the classroom. As a result, training in both places is improved!

In the first phase, a teacher sits down with an employer to analyze typical training problems that might be solved by the creation of a videotape training cassette. The goal is to help employers who get burned-out on training due to high employee turnover. The teacher would contribute his or her expertise at task analysis and instructional design by collaborating on a video script devoted to a jointly chosen training topic. The resulting tape and worksheets could then be used by the employer and the educator in the training of new employees and in the vocational preparation of students. This work would culminate in a manual that could be used by both teachers and employers in the production of inexpensive training tapes.

The *Educated Work Force* aims to relocate part of the life-long learning experience from the classroom to the place of work. This becomes possible when teachers or counselors and employers share time, resources, and techniques. For example, employers could collaborate with teachers in creating entry-level training tapes using the latest technology (eg., camcorder and video processing computers—see the note at the end about convergent technologies). A generation raised on television will find this "teaching style" accessible or "learner-friendly." Indeed it is likely that the the new digital-video-technology will soon create the same excitement and innovation in the employment-and-training world that accompanied the introduction of laser printing which subsequently launched desktop publishing. We have the tools, now we need to explore the possibilities.

In the second phase, the teacher begins a second type of collaboration devoted to training experienced employees in the art of teaching newer employees. This phase involves conducting "train-the-trainers" seminars. In phase two, experienced workers learn how to become peer-teachers on the job site. The teacher's role is to demonstrate effective teaching techniques and help employees develop training lesson plans. The employer would then assist by paying trainers and trainees to attend. The teacher benefits by being able to send students to the training sessions. Turning employees into job-site-teachers unleashes a new human potential while building self-esteem and team identity within the work group.

In the third phase, a program for mentoring new employees completes the cycle of my proposed *Educated Work Force* program. New employees would participate in a planned mentoring program. Mentors would be chosen

from those employees demonstrating talents as peer teachers. The teacher could also refer students for training. Thus, the *Educated Work Force* combines the best of people-ware and hardware.

This may sound idealistic, but many of today's most imaginative (and successful) organizational consultants. In fact, several of my ideas about unlocking human potential and forging new school-work partnerships have been talked about for some time in JTPA, business round tables, and high tech companies in the Puget Sound area.

If we fail to dream; and become partners with complacency, then our current work-site and labor market realities may very well turn into a nightmare. Innovations like the *Educated Work Force* will meet the economic challenge of the future by relying on two American strengths—new technology and people helping people.

A demonstration project is the best way to test and refine this concept. The results could then be disseminated to both educators and employers. Therefore, to generate support for the venture, this document is being distributed nationally in hopes that others will become interested in this idea. Your suggestions and questions are welcomed and anticipated.

The rationale or benefits resulting from improved training are multifaceted. These can be briefly summed up in the listing below. This collaborative effort will develop unique, yet simple, ways for effectively and efficiently training new employees. These results should have a positive impact on three critical areas which often spell the difference between success and failure in recruiting, training, and retaining new employees. The concepts in this paper could result in increased employee satisfaction and reduced rates of employee turnover. At the same time many of the materials, specifically the job site training tapes, can be re-used in local school or training programs.

- Reducing training time for employees.
- Developing alternatives for employees involved in lifelong learning.
- Improving productivity through more effective training.
- Enriching existing employee incentives or compensation packages. For example, employees who complete training tapes and those who go on to become trainers might receive compensation in time or money.
- Sharing proven counselling, behavior, and management skills between school and work personnel will enrich both employer and teacher.
- Making learning more engaging for many at-risk and special needs students by using practical learning experiences outside of the classroom.
- Sharing training techniques can lead to other shared benefits such as linking school subjects to work demands, exposure to new equipment, speaker services, mutual respect, etc.

Phase I
Job Site-Specific Training Tapes

Produce a cost-effective method for producing job site-specific training learning packets. Materials are created using:

consultative and collaborative techniques

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task analysis and scripting methods

|

filming techniques with camcorders

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creating written support materials
(Learning packets will include videotapes, worksheets, and competency inventories).

Because the job site-specific training tape program is the newest and most innovative part of this program, more space is devoted to describing it's impact and timeliness. A detailed 3-5 year *Plan of Work* is available in another document. The proposed outcomes of such a plan are illustrated next.

Proposed Outcomes:

- Create a library of job site-specific training tapes for entry level positions in unskilled and semi-skilled positions.
- Create a method for tracking employee and student progress during training. This tracking will help employers and teachers evaluate competence and knowledge. The employee's progress becomes the basis for merit pay increases or job promotion. A similar system for tracking student progress becomes the basis for grading and placement on sites.ites
- Adapt the job site training materials for school training programs. This involves enriching the training materials by including career exploration, vocabulary, simulations and practice skill sheets.
- Devise a research program to field test the program and collect data on the impact of employee turnover and training competence, the amount of time required for tape production, and employee/employer satisfaction. The findings will be used to revise materials and to help create a knowledge base to support this kind of training program.
- Create a manual summarizing the costs, time, and methods for making inexpensive, quick-production tapes useful to both teachers and employers.

THE TIME IS NOW!

There are many reasons why this part of the project can be viewed as a timely concept and pro-active. Below is a brief summary of current trends, problems, and needs which this form of training would help address.

Why Employers would respond

1. Small business creates 80% of the new job openings. They have many training needs.
2. Small business people typically do not have the resources, time, or experience in providing good on-site training programs.
3. Small business face constant employee turnover.
4. Many training programs are too costly for small business (eg; $30,000).
5. Training and re-training new employees could be made more efficient with training tapes created on-site with job site-specific content. Currently, many people feel that employers may face a shortage of employees, thus making recruitment and training even more costly and time consuming.

Why the time is right in terms of technology

1. Desktop publishing makes the creation of training manuals and written materials cost effective.
2. Advances in video recording technology means creating and editing videotapes is now a low cost venture.
3. The new low-cost publishing and video recording/editing equipment represents a new possibility in creating low-cost training aides when put in the hands of people who know how to create training materials. Likewise, the low-cost editing capabilities of desktop publishing, cam-corders, and video-editing devices make the creating and editing or up-dating of training materials a practical possibility rather than a costly one. As a result, job site-specific training tools can now be created and disseminated at a low-cost never before realized.

Why educators would respond

1. Increasing demands placed upon educational institutions means that teachers have little time and few resources with which to innovate. Innovations will require people outside of public school provides the initial demonstration of new possibilities. If teachers could begin with a library of training materials, ready-to-use off-the-shelf, then they would have a foundation they could add to. A library could get them started in a course or service which later is added to with local production tapes.Once educators understand the principles of creating low-cost job site-specific training materials they will be able to adapt (edit) or create materials relevant to specific local needs.
2. Research shows that job-specific training is superior than general vocational training for special needs students due to student's limited ability to general. Thus, the more specific the training the better the results.

How educators and employers both win

1. Educators and employers both recognize that the current generation of young workers respond well to visual (video) training programs. This is important for employers who may face a shortage of entry level and skilled employees in the future. This is important for educators who are looking for ways of motivating and engaging special needs and at-risk students.
2. When training programs in schools match training programs in job sites then the preparation and entry of new employees will be enhanced.
3. Increased communication regarding the educational and employment training needs of public and private sectors will prove to be mutually beneficial. This has been demonstrated in JTPA programs where partnership is the by-word and job-specific training has been advocated for a number of years.

Phase II
Peer Training Program

Produce a train-the-trainers packet to turn employees into quality instructors. Help employers link mastery of training techniques to on-site training programs and incentive or compensation plans. Sequence and compensation could take these forms

Experienced workers trained in educational methods

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Trained employees produce training lessons (includes plans and evaluation)

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Training program linked to recruiting new-hires, pay ladders, employee recognition .

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Teachers and students are compensated (eg: pay, hours, hiring, etc).

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Successful teachers creates training tapes.

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Students referred for training by teacher

This program takes the best educational practices and develops a short in-service or seminar model which is conducted on a job site with experienced employees. The goal is to create a curriculum of training tapes, workbook lessons, and examples that can be used by anyone wanting to replicate Part II. The material should be non-jargon and easy to read like the *One Minute Manage* series of books.

The essential components for a train-the-trainers program are illustrated next. The components could be put into videotape-workbook formats for ease of replication following field testing. (A more detail breakdown of seminar content is available in another document).

Motivational Step and Overview
Explore the fact that employee's experience is often an untapped and neglected expertise representing wasted human resources. The value of employee input in all forms has been acknowledged through quality circles and other forms of consultative employee input. Also, illustrate how cooperative learning models enhance the self-esteem of both the tutor and student. They also help build a team approach towards solving work-related problems. Observe how to use recoginition-reinforcement during training. It is the hallmark of a good trainer and is found in such popular literature like *The One Minute Manager*..

Job Analysis Step
Employees must learn to look upon their job site with a new perspective. They will learn how to assess the training requirements. This can follow an analysis of the *Data, People, Things* aspects of their jobs.

Tasks Analysis for Specific Job
Learn how to look at an individuals job description or work area and ask, "What specific skills are needed here?"

Teaching Methods and Learning Styles Awareness Step
Increase the repertoire of the trainer's teaching methods. Then increase their awareness regarding the diversity of learning preferences or styles. Use both of these awareness states to develop learning objectives or lessons that are fun for both the instructor and student.

Lesson planning Step
Develop the ability to plan or visualize a lesson.

Evaluation and Follow-up Step
Develop different methods for follow-up and evaluation. These must be coordinated with job site reward and compensation programs.

Guided Practice and Follow-up Sessions
Conduct a group project so that everyone can experience the entire range of teaching practices covered. Consultation or guided practice under the direction of the seminar instructor will solidify skills. Students then progress to individual projects.

Convergent Technology—Note
Some forecasters talk about a convergent technology where all information will be stored in a digital form: numbers, words, photographs, video, speech, music, and voice. The ability to process, edit, combine, and create the various forms of information will converge in a single "box" with digital computing power. Previous occupational boundaries like author, artists, speaker and roles like artists and audience may begin to blur. (A beginning step in this direction occurs in desktop publishing which makes art work, editing, writing, and lay out work accessible to the lay person as well as the professional author. As a result, the ability to edit , upgrade, and combine training tapes will become economical and accessible. Those who invest now in the methods for creating training tapes will be in a good position to take advantage of the emerging hardware, software, and design-ware. They will be able to create and update teaching materials easily and economically.

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